MASTERY CS-GRATZ CAMPUS

5700 Wayne Avenue

TSI Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

All students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams.

VISION STATEMENT

Mastery schools are joyful, authentic communities where students learn how to think critically and act independently so they are truly prepared for postsecondary success.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Whatever It Takes: • I will do whatever it takes to be successful. Choose to Be Here: • I will attend school every day on time and prepared. Work Hard: • I will work hard and remain focused on my academic achievement. • I will complete all homework nightly. • I will ask for help when I need support, don't understand, or feel I am falling behind. • I will attend academic support during and after school hours when I am requested to do so. Be A Citizen & Leader of The School Community: • I will abide by the Mastery Disciplinary Code of Conduct. • I will be an active member of the school community and support my peers. • I will follow our school community's rules outlined in the Student-Parent Handbook. • I will celebrate success. • I will accept the consequences of my actions.

STAFF

1. Student Achievement -- Above All Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success. 2. We Serve We serve students and their families first. Our business is their success. 3. The High Road We do the right thing. We are fair and treat folks with respect. 4. Grit Our students' futures are at stake — we don't give up. We do more with less. If it doesn't work, we fix it. We find a way. 5. Joy and Humor Our positive, caring culture supports student and staff success. We like fun. We love to laugh. 6. Straight Talk We face reality, communicate honestly and respectfully, and hold each other accountable. 7. Open Doors Everybody is welcome to talk to anybody. We are open and transparent. 8. Continuous Improvement We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis. 9. One Team We are in this together. We may disagree, but at the end of the day, we support each other 100%.

ADMINISTRATION

1. Student Achievement -- Above All Student achievement is the civil rights issue of our time and the reason we exist. Each staff member is responsible for our students' success. 2. We Serve We serve students and their families first. Our business is their success. 3. The High Road We do the right thing. We are fair and treat folks with respect. 4. Grit Our students' futures are at stake — we don't give up. We do more with less. If it doesn't work, we fix it. We find a way. 5. Joy and Humor Our positive, caring culture supports student and staff success. We like fun.

We love to laugh. 6. Straight Talk We face reality, communicate honestly and respectfully, and hold each other accountable. 7. Open Doors Everybody is welcome to talk to anybody. We are open and transparent. 8. Continuous Improvement We seek a better way -- always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis. 9. One Team We are in this together. We may disagree, but at the end of the day, we support each other 100%.

PARENTS

Whatever It Takes: • I will do whatever it takes to ensure my child's success. • I will communicate regularly with my child's teachers and attend parent-teacher conferences. • I will notify Mastery when my address, telephone, or email information changes. • I will ensure that my child attends school every day on time and prepared to learn. High Expectations: • I will hold my child to the highest expectations because I know that they can succeed at the highest levels. • I will ensure that my child completes their schoolwork and homework nightly. • I will support and encourage my student to seek out and attend academic support programming during and after school hours. School Community: • I recognize that I am an important member of the Mastery school community and will participate in and support the community as we collectively work to support our children's success. • I will support the school community's rules outlined in the Student-Parent Handbook. • When my child struggles, I will work in partnership with the school to reinforce the community's rules and Code and support my child's personal growth and development. • I will celebrate our children's success.

COMMUNITY

• Do Whatever It Takes to support each student's achievement. • High Expectations for every student. Expect the best of each student because we believe they can succeed. • Be A Community that is Safe, Orderly, and Positive – an environment that promotes student success. • Provide High Support for all students, especially those who are falling behind or struggling emotionally. • Communicate frequently with parents/guardians about their child's successes and struggles. • Partner with Parents/Guardians to ensure that every student succeeds and reaches their highest potential.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
LeYondo Dunn	Principal	Mastery CS-Gratz Campus
Jeffrey Glowik	Principal	Mastery CS-Gratz Campus
Markida Ross	Parent	Mastery CS-Gratz Campus
Don Kimelman	Business Partner	Mastery CS-Gratz Campus
Hosea Harvey	Community Partner	Mastery CS-Gratz Campus
Kevin Zimmer	Teacher - MS	Mastery CS-Gratz Campus
Jonas Crenshaw	Teacher - HS	Mastery CS-Gratz Campus
Saliyah Cruz	Deputy Chief of Student Development	Mastery Charter Schools
Michael Patron	Senior Director of Compliance	Mastery Charter Schools

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
While we are making progress, our ELA PSSA/Keystone scores are not yet where they need to be.	English Language Arts
We are working to improve authentic parent engagement.	Parent and family engagement
While we are making progress, our Math PSSA/Keystone scores are not yet where they need to be.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Smaller class size

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA/Keystone Proficiency	By 2024, our PSSA/Keystone ELA proficiency will increase from the 2019 baseline by six percentage points.
Math PSSA/Keystone Proficiency	By 2024, our PSSA/Keystone Math proficiency will increase from the 2019 baseline by six percentage points.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hire additional English Language Arts and Math teachers to keep class sizes smaller.	2021-07-01 - 2024-06-30	Chief Talent Officer	Recruitment activities

Anticipated Outcome

Teachers hired

Monitoring/Evaluation

Teachers hired

Evidence-based Strategy

Provide effective professional development to train and support staff.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA PSSA/Keystone Proficiency	By 2024, our PSSA/Keystone ELA proficiency will increase from the 2019 baseline by six percentage points.
Math PSSA/Keystone Proficiency	By 2024, our PSSA/Keystone Math proficiency will increase from the 2019 baseline by six percentage points.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teacher coaching	2021-07-01 - 2024-06-30	Chief Academic Officer	Coaching materials

Anticipated Outcome

The development of additional teaching skills

Monitoring/Evaluation

Feedback following observations

Evidence-based Strategy

Create a regular calendar for parent communications.

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Parent and Family Engagement	By the 2023-2024 school year, parent attendance at Back to School Night will increase from a baseline of 41% to 50%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a regular calendar for parent	2021-07-01 - 2024-	Deputy Chief of Institutional	Resources for parent

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
communications.	06-30	Advancement	communication

Anticipated Outcome

Calendar

Monitoring/Evaluation

Agendas from parent activities

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, our PSSA/Keystone ELA proficiency will increase from the 2019 baseline by six percentage points. (ELA PSSA/Keystone Proficiency) By 2024, our PSSA/Keystone Math proficiency will increase from the 2019 baseline by six percentage points. (Math PSSA/Keystone Proficiency)	Provide effective professional development to train and support staff.	Teacher coaching	07/01/2021 - 06/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement		2021-10-20

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer	Scott Gordon	2021-08-27
School Improvement Facilitator Signature		
Building Principal Signature	Le'Yondo Dunn	2021-08-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths
Academic Growth Expectations in English Language Arts/Literature
Academic Growth Expectations in Mathematics/Algebra 1
Implementation of the Fundations Curriculum
Implementation of the Reader's Workshop Curriculum for Guided and Independent Reading
Implementation of the Eureka Math Curriculum
Introduction of 6-8 Math Course Pathways to accelerate math achievement
Implementation of the Full Option Science System (FOSS) to better engage students in experiences that result in a deeper understanding of the natural and designed world
Implementation of a plan for teachers in all grades to require completion of career readiness evidence
Continuous growth on local benchmark assessments

Challenges
Percent Proficient/Advanced in English Language Arts/Literature
Percent Proficient/Advanced in Mathematics/Algebra 1
Continuing to increase student growth on local benchmark assessments
Continuing to increase student growth on local benchmark assessments
Continuing to increase student growth on local benchmark assessments
Incomplete submission of career readiness evidence
Meaningful two-way communication with stakeholders
Less growth on local benchmark assessments, on average, than regular education counterparts
Identify and address individual student learning needs

Strengths
Identify professional learning needs through analysis of a variety of data

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Percent Proficient/Advanced in English Language Arts/Literature		
Percent Proficient/Advanced in Mathematics/Algebra 1		
Meaningful two-way communication with stakeholders		

ADDENDUM B: ACTION PLAN

Action Plan: Smaller class size

Action Steps	Anticipated Start/Completion Date
Hire additional English Language Arts and Math teachers to keep class sizes smaller.	07/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Teachers hired	Teachers hired

Material/Resources/Supports Needed	PD Step	Comm Step
Recruitment activities	no	no

Action Plan: Provide effective professional development to train and support staff.

Action Steps	Anticipated Start/Completion Date
Teacher coaching	07/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Feedback following observations	The development of additional teaching skills

Material/Resources/Supports Needed	PD Step	Comm Step
Coaching materials	yes	no

Action Plan: Create a regular calendar for parent communications.

Action Steps	Anticipated Start/Completion Date
Create a regular calendar for parent communications.	07/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Agendas from parent activities	Calendar

Material/Resources/Supports Needed	PD Step	Comm Step
Resources for parent communication	no	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, our PSSA/Keystone ELA proficiency will increase from the 2019 baseline by six percentage points. (ELA PSSA/Keystone Proficiency) By 2024, our PSSA/Keystone Math proficiency will increase from the 2019 baseline by six percentage points. (Math PSSA/Keystone Proficiency)	Provide effective professional development to train and support staff.	Teacher coaching	07/01/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Professional development on teaching diverse learners in an inclusive setting	Teachers	- Instructional best practices that are expected to be implemented on a daily basis - Classroom Management - Management best practices such as proximity, behavior tracking, token economies, etc. - The Mastery Instructional Cycle - How to use assessment data to drive and inform instruction - Lesson and Unit Planning - Breaking down long term achievement goals into report period goals and daily lesson goals

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Written feedback on progress following observations	07/01/2021 - 06/30/2024	Chief Academic Officer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the 2023-2024 school year, parent attendance at Back to School Night will increase from a baseline of 41% to 50%. (Parent and Family Engagement)	Create a regular calendar for parent communications.	Create a regular calendar for parent communications.	2021-07-01 - 2024-06-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Create a regular calendar for parent communication.	School Leaders	List of regularly scheduled parent communications

Anticipated Timeframe	Frequency	Delivery Method
07/01/2021 - 06/30/2024	Weekly announcements through ParentSquare	Other

Lead Person/Position
Deputy Chief of Institutional Advancement

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Post on website.	The Schoolwide Plan is posted.	Electronic	Parents and Mastery staff	10/1/2021

MASTERY CS-GRATZ CAMPUS

5700 Wayne Avenue

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	6-8, 9-12	6-8, 9-12
PA-Core Mathematics	6-8, 9-12	6-8, 9-12
Science and Technology	6-8, 9-12	6-8, 9-12
Environment and Ecology	6-8, 9-12	6-8, 9-12
Civics and Government	6-8, 9-12	6-8, 9-12
Economics	6-8, 9-12	6-8, 9-12
Geography	6-8, 9-12	6-8, 9-12
History	6-8, 9-12	6-8, 9-12
Arts and Humanities	6-8, 9-12	6-8, 9-12
Health, Safety, and Physical Education	6-8, 9-12	6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
Reading and Writing for Science and Technical Subjects	6-8, 9-12	6-8, 9-12
Reading and Writing for History and Social Studies	6-8, 9-12	6-8, 9-12
Career Education and Work	6-8, 9-12	6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	No
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum.
   For each core course at Mastery, the central curriculum team produces report period scope and sequence documents (these outline objectives/skills/knowledge to be achieved, place them in a logical sequence, and outline timing recommendations) as well as benchmark and/or portfolio assessments aligned to the learning goals stated in the scope & sequence.

2. List resources, supports or models that are used in developing and aligning curriculum.
   For each core course at Mastery, the central curriculum team produces report period scope and sequence documents (these outline objectives/skills/knowledge to be achieved, place them in a logical sequence, and outline timing recommendations) as well as benchmark

and/or portfolio assessments aligned to the learning goals stated in the scope & sequence.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.
   Teachers and administrators have the opportunity to review these tools prior to implementation and provide feedback. Any feedback provided is addressed – it is either incorporated, or rationale for non-incorporation is provided. Additionally, in formal mid and end year organizational surveys, teachers and administrators are asked to evaluate and rate our curricular alignment and the accessibility of our tools.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? No

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.Essential content is developed from PA Core/Academic or Alternate Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content StandardsContent, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic or Alternate Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic or Alternate Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?
   All locally developed curriculum is reviewed at least once every five years.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?
   All curriculum will be reviewed according to our cycle.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

Check if Act 13 is not used in educator evaluations (Charter/Cyber Charter School's only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories?
   a. Data Available Classroom Teachers
      100

   b. Non-Data Available Classroom Teachers
      0

   c. Non-Teaching Professionals
      0

   d. Principals
      0

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	Does Not Apply	Does Not Apply	Does Not Apply
Domain 2: The Classroom Environment	Does Not Apply	Does Not Apply	Does Not Apply
Domain 3: Instruction	Does Not Apply	Does Not Apply	Does Not Apply
Domain 4: Professional Responsibilities	Does Not Apply	Does Not Apply	Does Not Apply

3. What are the action steps implemented or will be implemented to build upon the strengths found in the classroom teacher observations?
   NA

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
Domain 1: Planning and Preparation	Does Not Apply	Does Not Apply	Does Not Apply
Domain 2: The Classroom Environment	Does Not Apply	Does Not Apply	Does Not Apply
Domain 3: Instruction	Does Not Apply	Does Not Apply	Does Not Apply

	Elementary School	Middle School	High School
Domain 4: Professional Responsibilities	Does Not Apply	Does Not Apply	Does Not Apply

5. What are the action steps implemented or will be implemented to improve the challenges found in the classroom teachers observations?
   NA

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures/Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations
Provided at the district level	NA
Provided at the building level	NA
Provided at the grade level	NA
Provided within the content area	NA
Individual teacher choice	NA
Other (state what other is)	NA

7. What student performance evidence or artifacts will be used to measure the progress and effectiveness of meeting the goals set by teachers?

Evidence	Grades/Content Area	Comments

Evidence	Grades/Content Area	Comments
Locally Developed School District Rubric	NA	NA
District-Designed Measure & Examination	NA	NA
Nationally Recognized Standardized Test	NA	NA
Industry Certification Examination	NA	NA
Student Projects Pursuant to Local Requirements	NA	NA
Student Portfolios Pursuant to Local Requirements	NA	NA

Based on the responses above, would written curriculum be a priority in your comprehensive plan?	No
Based on the responses above, would instructional practices be a priority in your comprehensive plan?	No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment			Type of Assessment	
MAP			Formative	
Frequency or Date Given	K-2	3-5	6-8	9-12
Three times a year	No	No	Yes	

Assessment			Type of Assessment	
Subject Area Benchmarks			Benchmark	
Frequency or Date Given	K-2	3-5	6-8	9-12
Four times a year				Yes

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No
Future Ready PA Index's Grade 7 Early Indicators of Success - No

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Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

For each core course at Mastery, the central curriculum team produces report period scope and sequence documents (these outline objectives/skills/knowledge to be achieved, place them in a logical sequence, and outline timing recommendations) as well as benchmark and/or portfolio assessments aligned to the learning goals stated in the scope & sequence. Teachers and administrators have the opportunity to review these tools prior to implementation and provide feedback. Any feedback provided is addressed – it is either incorporated, or rationale for non-incorporation is provided. Additionally, in formal mid and end year organizational surveys, teachers and administrators are asked to evaluate and rate our curricular alignment and the accessibility of our tools.

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Scott Gordon	10/22/2021
Superintendent/Chief Executive Officer	Date

MASTERY CS-GRATZ CAMPUS

5700 Wayne Avenue

Induction Plan (Chapter 49) | 2021 - 2024

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Charter
126513734
1798 W. Hunting Park Ave , Philadelphia, PA 19140

Michael Patron
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2676712888 Ext.

Scott Gordon
Scott.Gordon@masterycharter.org

INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Michael Patron	Compliance and Regulatory Officer	Administrator	Administration Personnel
Jessica Varevice	Chief Academic Officer	Education Specialist	Education Specialist

Name	Title	Committee Role	Chosen/Appointed by
Lisa Owen	Teacher	Teacher	Teacher

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Are all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists identified and provided an induction experience? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan: a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

Our pool of mentors is mostly comprised of coaches who are former or current teachers with outstanding work performance. Our mentors are selected via a competitive process. They are selected based on demonstrated excellence in the classroom, including demonstrated student achievement and knowledge of research-based instructional practices. They receive significant additional training in coaching and conferring skills in order to be as supportive as possible to inductees. Coaches are evaluated based on their effectiveness to coaching, measured by success on coaching goals, administrator review, as well as feedback from the inductees themselves, indicating whether they feel supported and have improved as a result of working with their coach.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

Our Inductees receive a week long orientation prior to the start of school where sessions are focused on research-based culturally competent instruction and classroom management practices from our Instructional Standards. Inductees also receive training in expectations for instruction in their grade and course, including expectations for rigor of student work and any new initiatives during orientation and throughout the year. Inductees learn to access and use Mastery Charter Schools' curriculum guidance materials, which are built upon PA curriculum frameworks. Inductees receive one cycle of formal coaching and are offered the opportunity to hone their classroom management practices with additional professional development offered centrally four times throughout the year.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

Selected Danielson Framework(s)	Timeline

SAFE AND SUPPORTIVE SCHOOLS

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

STANDARDS/CURRICULUM

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 1 Winter, Year 1 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter, Year 1 Spring

PROGRESS REPORTS AND PARENT-TEACHER CONFERENCING

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Fall, Year 1 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)	Timeline
	Year 1 Spring, Year 1 Fall, Year 1 Winter

MATERIALS AND RESOURCES FOR INSTRUCTION

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Spring, Year 1 Fall

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)	Timeline
	Year 1 Fall, Year 1 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)	Timeline
	Year 1 Winter, Year 1 Fall

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
b. Analysis of activities and resources used in the program
c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The Director of Coaching and Professional Development for Mastery Charter Schools manages the induction program for all schools in the network. This person uses several data sources from all schools to monitor the program effectiveness: - teacher observation feedback trends from building administrators on the Instructional Standards - survey data from inductees, regarding the areas in which they want training and whether they feel trainings are effective - input from coaches and building administrators who interact one-on-one with inductees - walkthroughs and observations of inductee classrooms - formative and classroom assessment data that reflects learning of students in inductees' classrooms.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Michael Patron	10/20/2021
Educator Induction Plan Coordinator	Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Scott Gordon	10/20/2021
Superintendent/Chief Executive Officer	Date

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5700 Wayne Avenue

Professional Development Plan (Act 48) | 2021 - 2024

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

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Scott Gordon
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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Michael Patron	Compliance and Regulatory Officer	Michael Patron	Administration Personnel
Markida Ross	Parent	Markida Ross	School Board of Directors
Don Kimelman	Business Partner	Don Kimelman	School Board of Directors
Hosea Harvey	Community Partner	Hosea Harvey	School Board of Directors
Molly Getz	Teacher - HS	Molly Getz	Teacher
Jessica Varevice	Chief Academic Officer	Jessica Varevice	Education Specialist

Name	Title	Committee Role	Appointed By
Kevin Zimmer	Teacher - MS	Kevin Zimmer	Teacher

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets once a year to review the current plan and recommend changes as needed.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

PROFESSIONAL DEVELOPMENT ON TEACHING DIVERSE LEARNERS IN AN INCLUSIVE SETTING

Action Step	Audience	Topics to be Included	Evidence of Learning
Teacher coaching	Teachers	- Instructional best practices that are expected to be implemented on a daily basis - Classroom Management - Management best practices such as proximity, behavior tracking, token economies, etc. - The Mastery Instructional Cycle - How to use assessment data to drive and inform instruction - Lesson and Unit Planning - Breaking down long term achievement goals into report period goals and daily lesson goals	Written feedback on progress following observations

Lead Person/Position	Anticipated Timeline
Chief Academic Officer	07/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly	3e: Demonstrating Flexibility and Responsiveness	Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Teachers	Language and Literacy Acquisition for All Students	Benchmark Assessments

Lead Person/Position	Anticipated Timeline
Chief Academic Officer	07/01/2021 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	4 x per year	1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students

SCHOOL SAFETY AND SECURITY INCLUDING TRAUMA-INFORMED EDUCATION AWARENESS

Audience	Topics to be Included	Evidence of Learning
All Staff	(i) Situational awareness. (ii) Trauma-informed education awareness. (one hour minimum per school year) (iii) Surveys Behavioral health awareness. (iv) Suicide and bullying awareness. (v) Substance use awareness. (vi) Emergency training drills, including fire, natural disaster, active shooter, hostage situation and bomb threat.	Surveys

Lead Person/Position	Anticipated Timeline
Senior Director of School Culture	08/21/2021 - 06/20/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least one hour per year	2b: Establishing a Culture for Learning	School Safety including Trauma-informed Education Awareness (Act 44)

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Mastery Charter Schools' administrators, including the Curriculum team, regularly evaluate student performance and determine instructional areas needed for teacher development. A strategic plan for weekly professional development is then created based on that evaluation. Disaggregated data, including data by grade level and special education status, is used to target the areas of greatest need. The schools use "Instructional Standards," a document that standardizes our expectations for instruction and assessment practices, to ensure expectations are clear to all teachers. All professional development is followed up by evaluation procedures, including formal evaluations, walkthroughs, and data reviews to determine effectiveness. Building administrators either provide or attend all professional development. Building administrators as well as central coaches provide ongoing support related to all professional development sessions offered.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Michael Patron	10/27/2021
Professional Education Committee Chairperson:	Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Scott Gordon	10/27/2021
Superintendent or Chief Administrative Officer:	Date

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Student Services Assurances (Chapter 12) | 2021 - 2024

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

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STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Peer Helper Programs	Yes
Safety and Violence Prevention Curricula	Yes
Comprehensive School Safety and Violence Prevention Plans (Article XIII-B of the School Code)	Yes
Purchase of Security-Related Technology	Yes
Student, Staff and Visitor Identification Systems	Yes
Placement of School Resource Officers	Yes
Counseling Services available for all Students	Yes
Internet Web-Based System for the Management of Student Discipline	Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements	In Compliance? Yes or No
Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))	Yes
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))	Yes
Development and Implementation of Local Wellness Program (in compliance with 42 USCS §1758b)	Yes
Establishment and Implementation of Student Assistance Programs at all of levels of the school system (§12.42)	Yes
Acceptable Use Policy for Technology Resources 24 P.S. § 4604	Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Scott Gordon	09/23/2021
Superintendent/CEO Electronic Signature	Date